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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  1.2.4. Describe mathematical relationships and situations involving computation of whole numbers (addition, subtraction, multiplication and division) using words, symbols, open number sentences and equations, e.g., 56 + ∆ = 100 and 3 x 5 = 9 + 6.  **1.3.5.** Demonstrate understanding of equivalence as a balanced relationship of quantities by using the equals sign to relate two quantities that are equivalent and the inequality symbols, < and >, to relate two quantities that are not equivalent. (23 x 5 > 23 x 2) 2.1.1. Locate, label, compare and order whole numbers up to 10,000 using place value models, number lines and number patterns (including multiples of 100 and 1,000).(**includes TMM Practicing Place Value)**  **2.1.2.**  Identify the number that is 100 and 1,000 more or less than a given number up to 10,000 using place value models, pictures and number lines.  2.1.4.    Represent three- and four-digit numbers up to 10,000 in expanded forms, e.g., 5,472 = (5 x 1,000) + (4 x 100) + (7 x 10) + (2 x 1), and regrouped forms, e.g., 5,472 = (4 x 1,000) + (14 x 100) + (6 x 10) + (12 x 1). Use the forms to support computational strategies. **(includes TMM Practicing Place Value)**  2.2.12. Solve problems involving addition and subtraction of two- and three-digit whole numbers and money amounts up to $100.00 with and without regrouping, using a variety of strategies, including models**.( includes TMM Practicing Place Value and TMM More or Less?)**  2.13.    Create and solve addition and subtraction word problems by using place value patterns and algebraic properties (commutative and associative for addition).  2.15.    Determine when an estimate for a problem involving two- and three-digit numbers is appropriate or when an exact answer is needed**. (only TMM. More or Less?)**  2.16.    Use a variety of estimation strategies to determine and justify the reasonableness of an answer to a computation or word problem involving addition and subtraction of two- and three-digit whole numbers and money amounts up to $100.00. **(only TMM. More or Less?)**  2.17.    Determine when a strategy will result in an overestimate or an underestimate in problems involving two- and three-digit numbers. **(only TMM. More or Less?)**  2.2.18.    Determine and compare the value of sets of coins and write the values using decimal notation, e.g., two quarters = 50 cents or $0.50 (50 of 100 cents in a dollar) and is less than two quarters, two dimes and a nickel or $0.75.  2.2 19. Determine, compare and write the value of money amounts up to $100.00 and identify equivalent ways to represent a given amount of money, including combinations of pennies, nickels, dimes, quarters and half dollars, e.g., $0.25 can be five nickels, two dimes and one nickel or one quarter. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS** |
| **CCSS but not GLE’s** |